

1.0 Percent Participation Justification Form 2018–19

The *Every Student Succeeds Act (ESSA)* requires each district and charter school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area (i.e., English Language Arts/Reading, Mathematics, and/or Science) with the NCEXTEND1 alternate assessment. Justifications from each district and charter school will be reviewed by the North Carolina Department of Public Instruction (NCDPI), and follow up actions will be determined based on the information found in the justification document. Staff from the Exceptional Children and Accountability Divisions in each district and charter school should collaborate to provide the following information on the justification document. Responses to Sections 1–4 and the designated signatures are required; it is optional to include additional information (see page 5). This justification document will be publicly posted. As such, the document **must not contain any personally identifiable information**. If necessary, additional pages may be attached to this form.

Section 1: Contact Information

Enter contact information for the primary district/charter school staff member responsible for overseeing the completion of the justification form.

3-Digit LEA/Charter Code: 761
Contact Name: Drew R. Maerz
Contact Phone No.: 336-625-5606
District/Charter Name: Asheboro City Schools
Contact Title: Director of Testing and Accountability
Contact E-Mail: dmaerz@triad.rr.com

Section 2: Analyzing Contributing Factors

Did the Individualized Education Program (IEP) teams utilize the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart to make alternate assessment participation decisions?

☒ Yes ☐ No

Indicate how all members of the IEP teams have been informed or trained on the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart. Check all that apply.

Training Method	School Administration	Special Education Staff	Parents	Related Service Staff
Face-to-face training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Online training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
No training provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please explain below	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Other, please explain below:

Asheboro City Schools Exceptional Education services have local procedures in place to ensure that all IEP teams are adhering to the eligibility criteria as outlined in the Testing Students with Disabilities publication when determining eligibility for participation in an alternate assessment. All Exceptional Education Teachers receive ongoing training through monthly EC Department team meetings at the school and district level, in addition to providing monthly compliance trainings on the NC Policies Governing Services for Children with Disabilities. Asheboro City Schools provides each school in the LEA with an assigned EC Program Facilitator to ensure that policies and procedures according to IDEA and NC Policies Governing Services for Children with Disabilities are being followed. The LEA also provides an EC Coordinator, in addition to the EC Director, to provide trainings and additional supports to individual teachers and IEP teams in following all local, state and federal laws regarding students with disabilities. Each Asheboro City Schools Exceptional Education teacher receives annual training from the district's Director of Testing and Accountability on up to date procedures for testing students with disabilities according to the most current Testing Students with Disabilities publication. In Asheboro City Schools, before a student can be considered for an alternate assessment, psychological evaluation data, adaptive behavior scores, and all required eligibility components are reviewed by the students' IEP team for students identified with a significant cognitive disability who have been determined eligible for special education services according to Policies Governing Services for Children with Disabilities (NC 1503). Before a student is determined eligible to take an alternate assessment, the IEP team has determined that the student will receive instruction using the Extended Content Standards in ELA, Math and Science due to the student's significant cognitive disability and the impact this has on the adaptive behavior skills of the student to live and function independently. The IEP team has also determined that the student requires extensive and repeated individualized instruction and support and must use substantially adapted materials and individualized methods of assessing information in alternative ways. Based on the student's significant cognitive disability, the IEP team has determined that the only way for the student to access the general curriculum is by providing the student instruction following the Extended Content Standards for the NC Standard Course of Study. Once this determination is made by the IEP team, these are the only students in the district who are assessed using an alternate assessment. In Asheboro City Schools, the ongoing decision regarding which assessment a student will participate in is made each school year by the student's IEP team during the required annual review meeting of the IEP.

Does the district or charter school identify students to participate in the alternate assessment that do not traditionally participate (i.e., Speech and Language Impairment, Specific Learning Disability, etc.)? If yes, please explain how the district determined these students meet the criteria for participation in the alternate assessment.

☐ Yes

☒ No

Explain below:

Click or tap here to enter text.

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Does the district or charter school provide a targeted program that may contribute to a higher enrollment of students with significant cognitive disabilities?

☐ Yes

☒ No

Explain below:

Asheboro City Schools does not have a program that contributes to a higher enrollment of student swith significant cognitive disabilities. However, in allowing students to receive the full educational services through the age of 21, students with significant cognitive disabilities are frequently held in grades 8 and 11. This results in higher percentages of students being taught on the Extended Content Standards and participating in the NC EXTEND1 in these grades. These are the assessments, Grade 8 End-of-Grade (ELA/Reading, Math, and Science) and Grade 11 EOC (Math and Science), in which Asheboro City Schools exceed the 1.0 percent threshold, 1.0% and 2.2% respectively.

Does the district or charter school have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

☒ Yes

☐ No

Explain below:

The grade level enrollment in Asheboro City Schools is between 330 and 377 students. Therefore, if four students are taught on the Extended Content Standards and assessed on the NC EXTEND1 assessment within one grade, we exceed the 1.0 percent threshold established by the Every Student Succeeds Act.

Section 3: Assurances

Does the district or charter school have a process in place to monitor alternate assessment participation?

☒ Yes

☐ No

Explain below:

Asheboro City Schools recognizes the significance of the number of students instructed on the Extended Content Standards; and we continue to monitor the assignment and use of Alternative Assessments. During an initial evaluation or reevaluation of a student, psychological evaluation data, adaptive behavior scores, and all required eligibility components are reviewed by the students' IEP team to identify students with a significant cognitive disability. If a student has been determined eligible for special education services according to Policies Governing Services for Children with Disabilities (NC 1503), is identified as having a significant cognitive disability that impacts adaptive behavior and required extensive, and requires repeated individualized instruction to support learning, he/she would be considered for the Alternative Assessment. These considerations will be made on all data. Disabilities and Testing and Accountability departments both monitor the participation of students in alternative assessments. This data is also shared with the Superintendent's Cabinet. Together, we work with teachers, administrators, and families to assure all students are provided an appropriate academic placement.

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Does the district or charter school have a process in place to identify and address disproportionality in alternate assessment participation (specifically, among race, gender, or socioeconomic status groups)?

☒ Yes

☐ No

Explain below:

The Students with Disability Department reviews IEPs and student placement throughout the year to assure placement is appropriate for each student. The Testing and Accountability Department monitors the participation in alternative assessments. Using the data from the ALTPART report, participation is disaggregated and analyzed to identify any disproportionalities. Efforts to assure students receive and appropriate academic placement occur at annual IEP meetings and regular reevaluations.


Section 4: Resources and Technical Assistance

What resources and technical assistance does the district or charter school need from the North Carolina Department of Public Instruction to ensure that students are being assessed using the appropriate assessment?

Click or tap here to enter text.

Signatures


Superintendent/Charter School Director



Date

5/3/19

Exceptional Children Director/Coordinator



Date

5/3/19

LEA/Charter School Test Coordinator



Date

5/3/2019

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director/coordinator, and LEA/charter school testing coordinator. The form must be scanned and emailed to alternateassessment@dpi.nc.gov by May 3, 2019.

The NCDPI will notify districts/charter schools in writing if further information is needed and will include next steps. For questions, please contact your Exceptional Children Director or Regional Accountability Coordinator.

Note: See page 5 for additional information that can be included but is not required.